Ministry of
Education

2013/14
Annual Service Plan Report

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Message from the Minister and Accountability Statement

I am pleased to present the *Ministry of Education 2013/14 Annual Service Plan Report*.

British Columbia has a great education system, excellent teachers and high levels of student achievement. Our students are not only among the best in Canada, but consistently rate near the top in international assessments.

The past year has seen significant achievements by our ministry and our government. These include the development and release of BC's Skills for Jobs Blueprint: Re-Engineering Education and Training. As well, we successfully negotiated agreements with CUPE and other educational support workers within the cooperative gains mandate. New and rebuilt schools were opened on time and on budget across the province, and we launched the BC Training and Education Savings Grant. In addition, an ERASE Student Advisory Panel was formed to provide advice and insight on bullying to school districts, myself and the Premier.

While this is only a selection of the significant work the ministry has done, there is more to do to ensure that we produce capable young people ready to thrive in a rapidly changing world.

We are committed to long term education stability through lasting labour peace with teachers. Such an agreement would provide greater certainty and stability for all partners in the education system. It would also serve to enhance B.C.'s education system and help us to further address complex classroom needs.

We will continue to create a more flexible and dynamic education system where students are more engaged and better prepared through personalized learning, quality teaching, high standards and learning empowered by technology.

That is why we continue with the transformation of the K-12 system launched in the BC Education Plan including the development and implementation of the new K-9 curriculum and working with the BC Teachers Federation to successfully develop the new 10-12 curriculum and new Asian and South Asian curriculum components.

We are working with the Ministries of Advanced Education and Jobs, Tourism and Skills Training to successfully implement BC's Skills for Jobs Blueprint to ensure B.C.'s young people are first in line for the jobs of the future. One million job openings are expected in our province by 2022, and 43 per cent of those jobs will require skilled workers. Providing more opportunities for students to pursue careers in the skilled trades and technology fields will ensure success for our students and prosperity for our province.

Progress on our ERASE Bullying Strategy has been excellent. To date, more than 8,000 people have received bullying prevention and threat assessment training. Over the next three years, 15,000 community partners in total will receive this training. There are now safe school co-ordinators in all 60 B.C. school districts, and the Provincial Advisory Committee met in January to collaborate on the provincial threat assessment guidelines. We are connecting with students through the ERASE Bullying Student Advisory Panel to strengthen the ERASE strategy, and create social media guidelines for school districts. In addition, bullying and threat risk assessment training will be made available to pre-service teachers.

Through capital investments, our government has spent or committed more than $2.2 billion to seismically upgrade or replace 214 high-risk schools. It is estimated that it will cost a further $600 million to complete upgrades or replacement of the remaining 104 high-risk schools in B.C. and this work continues.

MyEducation BC, a new web-based student information system, will be implemented. For administrators and teachers, this technology will dramatically improve our ability to support, capture and record students' success. But even more importantly, it will open up a range of new opportunities for parents, students and teachers to collaborate and share in each student's learning and growth from kindergarten through to graduation. This new system is one example of how we can apply technology in a way that supports better administration while also enabling a better learning experience.

B.C. students rank among the best the world in a number of recent international assessments. But we can't be content with just being good, or even great. It's essential to make sure that every child, every student, every learner has the opportunity to do their very best in an education system that is relevant to the labour market they are entering, and flexible enough to give each student a personalized road map to graduation and beyond.

The Ministry of Education 2013/14 Annual Service Plan Report compares the actual results to the expected results identified in the Ministry's Revised 2012/13 - 2014/15 Service Plan, published in June 2013. I am accountable for those results as reported.

In the year ahead, I look forward to working with our education partners to provide all students in British Columbia with the best education possible.

Honourable Peter Fassbender
Minister of Education

June 27, 2014

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Highlights of the Year

Minister's Mandate

Government has set the Minister of Education the following key deliverables to achieve over the planning period:

1. *Balance your ministerial budget in order to control spending and ensure an overall balanced budget for the province of British Columbia.*
2. *Successfully achieve 10 years of educational stability by overseeing negotiations on a long-term collective agreement with the BC Teacher's Federation.*
3. *Review the mandate and structure of the BC Public Sector Educators Association (BCPSEA) and provide options for moving forward.*
4. *Continue the educational reforms contained in the BC Education Plan including providing teachers with performance assessments and support and curriculum enhancements.*
5. *Implement the anti-bullying support to educators as committed by our government.*
6. *Implementation of the $1,200 BC Education and Training Grant Program as promised in Balanced Budget 2013.*
7. *Work with the Federation of Independent Schools Association (FISA), review and provide options for improvement and support educational choice for students and parents in British Columbia.*
8. *Provide options for the provision of online textbooks for parents to assist their children with homework in the K-12 sector.*
9. *Implement the $563 million seismic upgrade program to ensure our educational facilities can protect those learning and working in the event of a major earthquake in our province.*
10. *Fully implement and build on the resources allocated for arts education committed in Balanced Budget 2013.*
11. *Work with the ministries of Jobs, Tourism and Skills Training (JTST) and Advanced Education (AVED) to ensure seamless transitions to the workforce for students who choose apprenticeship or other post-secondary training programs for those entering the trades.*

Most of the activities leading to the successful completion of each item on this list will depend on collaboration between government ministries, school districts, teachers, post-secondary institutions, provincial agencies, industry, and employers. To read the complete mandate letter or view other Minister's letters, please visit http://www.gov.bc.ca/premier/cabinet_ministers.

Progress on Minister's Mandate Priorities

Priority	Highlights	Status
1. Balanced Budget	• Contained 2014/15 Ministry spending to within its authorized appropriation and contributed to government achieving its fiscal target of a balanced budget. • Consistently applied austerity measures introduced by the Minister of Finance to ensure expenses complied with required approvals and discretionary spending was minimized. • Worked with Treasury Board Staff to develop a successful budget management plan.	Complete and Ongoing
2. Teachers' Collective Agreement	• The Minister announced Government is prepared to move from a 10 year deal to a six year term; and also indicated a time-limited signing bonus will be available to teachers should a deal be reached by the end of the school year.	Ongoing
3. BCPSEA Mandate	• Proposed structural changes will be vetted through BC School Trustees Association. • Public Sector Employers' Council (PSEC) core review considering alternate public sector bargaining structure/model.	Ongoing
4. BC Education Plan	• K-9 curriculum drafted by teacher writing teams. Available at https://curriculum.gov.bc.ca. • Developed competency outlines for communication, creative thinking and personal identity. • Advisory Group on Provincial Assessment (AGPA) formed. • Changing Results for Young Readers (CR4YR) is continuing for a second year. A full research report was made available in late Fall 2013. • Working with Graduation Advisory Group to develop proposed directions for graduation. • Reporting requirements are under review.	Complete and Ongoing
5. Anti-Bullying Strategy	• Delivered Level 1 and 2 training to over 8,000 people including public, independent, First Nations educators and community partners. • Held a student-led forum for 600 students across the Lower Mainland. • Announced an ERASE Student Advisory Council with 19 students from across the province, responsible for developing provincial social media guidelines. • Created the ERASE Provincial Advisory Council, a multi-agency body responsible for endorsing information sharing and threat assessment guidelines.	Complete and Ongoing
6. Education and Training Grant	• Implementation ongoing and on-schedule for original August 2015 commitment. • Draft legislation and regulation finalized. • Final Service Delivery Agreement to be signed by Employment and Social Development Canada and BC by December 2014.	Ongoing and On Schedule
7. Collaboration with FISA	• Independent distributed learning schools permitted to work with the Yukon. • Implemented a moratorium on new distributed learning agreements. • Funding Grade 8 and 9 cross enrolment in distributed learning at 63%.	Ongoing
8. Online Textbooks	• Free online resources for students, parents, teachers and the general public available through the Open Education Resource website and LearnNow BC. • Working with BC Campus on sharing of online textbook resources.	Ongoing
9. Seismic Program	• Current Program Status: Of the 317 total High-Risk Schools: o 140 projects completed; 8 projects under construction; 11 projects proceeding to construction; 54 projects supported = 213 total projects o 104 unaddressed schools (schools not yet supported to proceed)	Ongoing
10. Arts Education	• Funding administered through the Ministry of Community, Sport and Cultural Development. • Distributed $3.65 million in expanded initiatives, including the After-School Sports and Arts Initiative and programs available through the BC Arts Council. • Distributed $2.6 million in new initiatives and programs for youth.	Complete
11. Transitions to Jobs	• 10-year Skills Plan released as BC's Skills for Jobs Blueprint: Re-engineering Education and Training. • Developing detailed implementation plans for the Blueprint with the Industry Training Authority, JTST, and AVED.	Complete and Ongoing

Purpose of Ministry

The K-12 education system in B.C. serves approximately 559,000 public school students, 76,000 independent school students, and over 2,000 home-schooled children. Included in these numbers are more than 66,300 Aboriginal students, more than 5,000 students enrolled in Conseil scolaire francophone de la Colombie-Britannique and almost 50,000 public school students in French Immersion programs. Although independent schools form part of the education system in B.C., and the majority deliver the provincial curriculum, they maintain a level of autonomy with respect to governance, program delivery and staffing.

These facts provide a high-level glimpse at the complexity of delivering education in the province with the goal of consistently preparing capable, engaged, confident young people ready to thrive in a rapidly changing world. Achieving that goal ultimately relies on the learning partnership between the student, the family and teachers.

The Ministry's role is to support this partnership to ensure each child receives a high-quality education that includes developing the foundational skills of reading, writing, and math, as well as other essentials necessary in the 21st century, such as self-reliance, communication, critical thinking, inquiry, creativity, problem solving, innovation, teamwork and collaboration, cross-cultural understanding, and digital and information literacy.[1]

The Ministry of Education co-governs K-12 education with boards of education, working closely together with a network of partners, including independent school authorities represented by the Federation of Independent Schools Associations, professional education organizations, community literacy organizations, public libraries, First Nations representatives, provincial ministries and agencies, and the private sector.

Inspired by innovative change already taking place in B.C. communities and developed through many months of consultation with educators, students, parents and other British Columbians, BC's Education Plan presents a vision for education transformation that responds to the realities and demands of a world that has already changed dramatically and continues to evolve. The Ministry is continuing to actively solicit input, feedback, and comments

[1] Adapted from the Preamble of the *School Act*.

from the public, students, parents, teachers, and education partner organizations through online, social media, and face-to-face engagement efforts. With BC's Education Plan as the vision for educational transformation the Ministry will continue to focus on two broad priority areas:

1. Transforming how we support and enable better learning outcomes for our children.
2. Transforming how we administer education to ensure every possible dollar goes to support students in the classroom.

Continued collaboration with all education partners will ensure that B.C. has the highest quality and most efficient education system.

Transforming Education Together

Improved relationships between B.C. and its education partners are leading to improved services for students. For example, the Ministry's close cooperation with Aboriginal organizations, such as the First Nations Education Steering Committee, or FNESC, is ensuring that Aboriginal perspectives are an integral part of everything we do for the benefit of all students.

These relationships are more important now than ever before. That's because assessment, curriculum, graduation, and many other elements of B.C.'s K–12 system are part of the education transformation underway. Whether you are a teacher, parent, representative of industry or business, or an interested member of the public, the Ministry needs to hear your ideas. Share your ideas for working together toward positive change on the engagement portion of BC's Education Plan website, and be sure to comment on changes to B.C.'s curriculum: https://curriculum.gov.bc.ca/feedback-form.

Through governance, legislation, policy, and standards, the Ministry provides leadership and funding to the K-12 education system and public libraries. Roles and responsibilities are set out under the *School Act*, the *Independent School Act*, the *Teachers Act*, the *Library Act*, the *First Nations Education Act*, the *Community Care and Assisted Living Act*, the *Special Accounts Appropriation and Control Act*, and accompanying regulations. Performance is monitored through superintendents of achievement, who support districts to improve student achievement and develop leadership at the district level. Under the *Teachers Act*, a new system is in place to certify, regulate and discipline teachers through shared responsibility between the Ministry, the independent Commissioner for Teacher Regulation, and the education sector.

Government is committed to strengthening the accountability of the sector to students, their families and the general public. With that in mind, the Ministry will work with its partners to ensure accountability, performance and quality assurance mechanisms are as effective as possible to meet the public's expectation for responsible and efficient management of the system that puts student needs and achievement above all else.

The Ministry also works in collaboration with the Ministry of Advanced Education, the Ministry of Jobs, Tourism and Skills Training, and education and industry partners to support activities outlined in the BC Jobs Plan and related Skills and Training Plan to ensure students transition

smoothly to post-secondary and workforce opportunities. For more information on the Ministry's specific activities relating to jobs and skills, please see *Alignment with Government's Strategic Plan 2013/14-2016/17* on page 9. The Ministry also supports connections with communities through Neighbourhood Learning Centres and public libraries.

To support Government's commitment to the early years, the Ministry works closely with the Ministry of Children and Family Development to enhance childcare services, Early Childhood Development services and early learning initiatives. Preschoolers and their families benefit from Ministry initiatives such as StrongStart BC early learning programs, which help children develop skills they need to succeed in school and life. Full-day kindergarten is also helping young people begin their journeys toward personal fulfillment and contribution to the province and world.

Strategic Context

The Need for Education Transformation

B.C. students perform among the best in the world by many measures. But, as strong as we may be in education, graduation rates have plateaued at about 80 per cent. Foundational Skills Assessment (FSA) results show some declines in recent years. For example, fewer than 70 per cent of grade seven students now meet or exceed expectations in reading and numeracy. Other results show that BC students are falling behind other jurisdictions where once they led and there is evidence of growing student disengagement as today's students begin to feel their learning experience is disconnected from their "real world" context. Alongside these trends is a growing body of scientific research into how people learn that suggests the traditional approach to education could be improved upon.

This situation is not unique to B.C. As part of its outreach to other leading jurisdictions, the Ministry has found they are all challenged to respond to similar trends and are pursuing similar shifts in their approach to education and learning. Like B.C., many other education leaders are in the midst of transforming their systems to better meet the needs of today's students through new, more personalized approaches to learning. B.C. is already regarded as an international leader in this work.

BC's Education Plan provides the vision for how the Ministry and its partners are transforming the education system and supports the Ministry's aim to consistently prepare capable young people ready to succeed in a rapidly changing world. The plan is built on a few key ideas:

- Children are born learners;
- Teachers are passionate about teaching;
- Every student has his or her own unique learning style, as well as individual motivations and interests. Education which brings out the best in each student must take into account diverse learning; and
- An effective education system collaborates and communicates well between its students, families, teachers, schools, districts, government, and the public.

There are five key components to the transformation underway in B.C.:

- Personalized Learning: creating student-centered learning that's focused on the needs, strengths and aspirations of each individual student, or group of students sharing a common culture, history or language. By providing skills and career pathways and integrated supports for every child and their families, teachers and schools have the flexibility to make sure all students are well served by their educational program.
- Quality Teaching and Learning: building better support for teachers as they continue to adjust their roles to match what students need. With strong professional standards and increased flexibility, teachers are designing personalized education that opens the door to educational success for British Columbia's young people. By recognizing parents as vital

partners, and by engaging them more proactively in their child's learning, students are being better supported both at school and at home.

- Flexibility and Choice: increasing choice for students and families with respect to how, when and where learning takes place. Boards of education now have more flexibility to organize classes and other learning experiences so they can better direct resources to support student learning. With the new *School Calendar Regulation*, boards of education and education authorities are now able to offer more creative scheduling options that better meet the needs of students and families. Through active and relevant engagement with all stakeholders, we are building a shared vision and common culture.
- High Standards: ensuring the education system provides strong core skills, abilities and knowledge for all students by improving accountability, effective measurement of progress and the quick identification of student challenges. Consistent use of quality data will guide decisions, drive performance, and demonstrate accountability for achieving high standards.
- Learning Empowered by Technology: encouraging smart use of technology in schools, giving students and teachers the tools they need to support delivery of personalized learning, as well as better preparing students to thrive in an increasingly digital world.

This transformation is happening in a world of accelerated change: a time of thinking globally and acting quickly, when it is not simply what you know but what you understand and how you use and apply that knowledge that matters. The skills required of today's students when they enter the workforce are changing, and keeping pace with that change is essential to the needs of the province and to their success as individual citizens.

Promoting the Trades

The Ministry of Education is supporting the BC Jobs Plan and related Skills and Training Plan by continuing to support students interested in skills and trades.

For example, a new partnership with industry, post-secondary institutions, and teachers will result in Pathways: a project to help students, parents, and school counsellors consider trades and technical vocations with time enough to plan for post-secondary study and/or employment. The first Pathways will highlight the energy, information and communications technology, and mining sectors. Recent efforts include:

- *10-year Skills Plan released as BC's Skills for Jobs Blueprint: Re-engineering Education and Training;*
- *Designation of a non-instructional day dedicated to skills, trades, and apprenticeships;*
- *Co-development with the Industry Training Authority of a skills exploration program for students in grades 10–12; and,*
- *Creation of a Trades Finder for secondary schools, which is online at www.learnnowbc.ca/trades/TradesFinder.aspx.*

These activities are helping to prepare students for trades and technical training programs.

The Economic Forecast Council expects British Columbia's real GDP will grow by 2.3 per cent in 2014 and 2.7 per cent in 2015. Risks to British Columbia's economic outlook include the potential for further slowing of domestic activity, renewed weakness in the US economy and slowing Asian demand. Additional risks include the ongoing sovereign debt situation in Europe and a fluctuating Canadian dollar.

But, with an aging population and shrinking workforce, British Columbia is facing skills shortages in its labour market, particularly in high-skill occupations and high-growth industries,[2] putting added pressure on B.C. graduates.

Alignment with Government's Strategic Plan 2013/14-2016/17

British Columbians want a strong economy and a secure tomorrow, and that is the basis for the Province's work over the current planning period as outlined in the Province of British Columbia Strategic Plan 2013/14-2016/17.

To strengthen today's economy and tomorrow's security, the Ministry is supporting a more effective skills and training system in B.C. by:

1. Promoting dynamic opportunities in trades and technical fields and improving policies that support these choices.

- Develop an integrated plan to create multiple pathways to graduation and career preparation.
- K-12 sector target of a 50-per-cent increase in the number of graduates proceeding immediately from high school to a trades or technical program.
- Ensure students are better aware of trades and technical career opportunities.

2. Investing in and improving our training facilities and equipment, and ensuring the availability of technical education teachers, particularly with trades certification.

- Ensure the availability of teachers delivering trades and technical training, and help school districts co-ordinate regional sessions to review labour needs and opportunities.
- Address equipment and facility needs for trades and technical training through our existing capital envelope. We are seeking partnerships with industry and others to ensure students have access to new, advanced technologies and equipment already available on worksites.

3. Providing quality trades and technical programs and accelerating completion times and rates while maintaining the high standards required by industry.

- Ensure program dollars are matched to regional needs, and thereby ensure the right seats are available in right places.

[2] *Skills for Growth—BC's Labour Market Strategy to 2020.* www.workbc.ca/docs/Skills_for_Growth_Strategy.pdf

Report on Performance

This annual service plan report provides data and discusses the results related to the measures in the *Ministry of Education 2013/14 – 2015/16 Service Plan*. The Province's fiscal year does not parallel the school year; therefore, some data is unavailable at this time. However, the ministry is committed to making information and data publicly available and accessible, and consistently makes student achievement information available through the ministry's reporting website, DataBC, and through publicly accessible tools like Discover Your School.

Performance Results Summary Table

Goal 1: Personalized, flexible education that enables students to be successful. For greater detail see pages 16 to 20	**2013/14 Target**	**2013/14 Actual**
1.1 A personalized learning system that takes into account the learning motivations, needs and styles of individual students		
Percentage of students who successfully complete their grade level and transition to a higher grade level the following year	Grade 8 ≥97% Grade 9 ≥97% Grade 10 ≥92% Grade 11 ≥87%	Data Available January 2015
1.2 A flexible education system that provides families, students and teachers choices in how, when and where education is delivered.		
1.3 An education system focused on student success.		
The percentage of high school graduates who enter a public post-secondary institution within three academic years of graduating from high school.	≥70%	Visit the Student Transitions Project for results.
Goal 2: Effective support for teachers For greater detail see pages 21 to 22	**2013/14 Target**	**2013/14 Actual**
2.1 Improved communication with teachers		
2.2 Improved support for teachers		
Goal 3: An effective, accountable and responsive education system For greater detail see pages 22 to 29	**2013/14 Target**	**2013/14 Actual**
3.1 High standards for individual students		
The percentage of children who enter kindergarten developmentally ready to learn	74%	Data Available Fall 2014
Percentage of students in Grade 4 and 7 who meet or exceed reading expectations	Grade 4 ≥75% Grade 7 ≥73%	Data Available Fall 2014
Percentage of students who pass a Grade 10 and 12 language arts provincial exam	Grade 10 ≥96% Grade 12 ≥94%	Data Available September 2014
Percentage of Aboriginal students who complete school within six years of first starting Grade 8	58%	Data Available October 2014
Percentage of students who complete school within six years of first starting Grade 8	≥82%	Data Available October 2014
3.2 A transparent and responsive education system that works with families, business and communities to position students for success in post-secondary education and in the workplace.		

Goals, Objectives, Strategies and Performance Results

The Ministry of Education has three main goals:

- Personalized, flexible education that enables students to be successful;
- Effective support for teachers; and
- An effective, accountable and responsive education system

The Ministry is working with our education partners to create a high quality, flexible and personalized education system that supports students in their challenges and encourages their natural strengths and motivations. We are committed to an education system that is more open and accountable to students, families, communities and the public, and better connected and responsive to their needs. Through the combined efforts of all partners in the education system to remove obstacles and provide guidance, our students will become responsible, well-educated citizens, who pursue their dreams, strengthen their communities, and contribute to a more prosperous British Columbia.

Goal 1: Personalized, flexible education that enables students to be successful

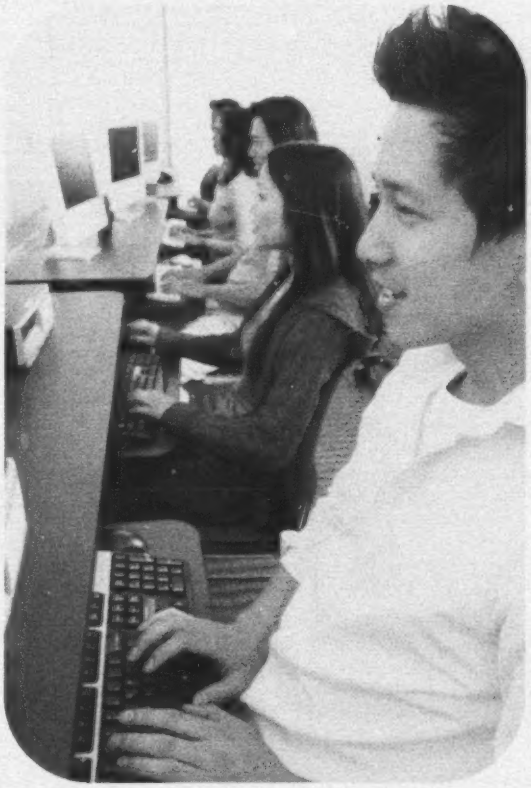
The Ministry is committed to ensuring students in British Columbia reach their potential. Rich, play-based, early learning experiences benefit children academically and socially, increasing the likelihood that they will be reading, writing, and doing math at grade level by Grade 4, and that they will continue to succeed in school and life. A more personalized, student-centred approach to learning allows learners more freedom to pursue their individual interests and passions within a particular topic, while still learning the foundational skills of reading, writing and math.

Objective 1.1: A personalized learning system that takes into account the learning motivations, needs and styles of individual students.

While a solid knowledge base in the foundational skills is critical and will be maintained, in order to better prepare students for the future there will be more emphasis on key competencies like self-reliance, communication, critical thinking, inquiry, creativity, problem solving, innovation, teamwork and collaboration, cross-cultural understanding, and digital and information literacy. Students also need to be connected more directly with the world outside of school, with increased focus on learning these skills across topic areas.

Strategies

- Changing our current curriculum and assessment methods, to make them more responsive to individual students;
- Creating an inclusive education system that recognizes and supports the needs of Aboriginal, French-language, English Language Learning (ELL), international and rural students, as well as students with special needs; and
- Understanding, with our education partners, the technology students need to support success in personalized learning, and how we can facilitate access to that technology together.



Performance Measure 1: Grade-to-Grade Transition

Performance Measure		2011/12 Actual	2012/13 Actual	2013/14 Target	2013/14 Actual	2014/15 Target	2015/16 Target	2016/17 Target
Percentage of students who successfully complete their grade level and transition to a higher grade level the following year	Grade 8 to Higher Grade	97%	97%	≥97%	Data Available January 2015	≥97%	≥97%	≥97%
	Grade 9 to Higher Grade	96%	96%	≥97%	Data Available January 2015	≥97%	≥97%	≥97%
	Grade 10 to Higher Grade	91%	92%	≥92%	Data Available January 2015	≥92%	≥92%	≥92%
	Grade 11 to Higher Grade	87%	88%	≥87%	Data Available January 2015	≥88%	≥88%	≥88%

Data Source: Grade to grade transition rates are based on data collected by the Ministry of Education. As data is released, it becomes available at: http://www.bced.gov.bc.ca/reporting/.

Discussion

This measure represents the percentage of students who in a given year successfully complete the grade level they are at and transition to a higher grade level the following year. Secondary grade-to-grade transition rates have increased since 2006/07 and remained steady in recent years.

How students move from one grade to the next gives us a clear idea of whether they are succeeding. The more students that transition in a timely fashion from one grade to the next, the greater the likelihood they will graduate and the better prepared they are to move into the workplace or continue their education.

Objective 1.2: A flexible education system, that provides families, students and teachers choices in how, when and where education is delivered.

Students and families deserve choice with respect to how, when and where learning takes place and how students are organized for learning.

The Ministry and its partners need to be flexible and respond to students as they explore and eventually discover their passions. Many students decide on goals that require academic post-secondary study. Others find success with options created to help them realize their dreams even sooner, such as a career in the trades. Still other students are interested in athletics and the arts. Whatever their path, students will continue to create blended learning opportunities through distributed, or online, learning and classroom-based environments.

Strategies

- Increasing access to learning opportunities for students by recognizing a variety of options, including traditional classrooms, distributed learning, independent schools, learning in the community, including public libraries, and group learning options;
- Creating more flexibility within the funding system for education to support flexible and personalized learning; and
- Supporting the development of Neighbourhood Learning Centres through guidance and sharing of promising practices.

Objective 1.3: An education system that is focused on student success

The Ministry and its partners have a unique opportunity to facilitate the development of learners who finish school ready to contribute to strengthening our society. It is only by working together that we can determine how to define success in school, how to measure it, how to identify and support students with learning challenges and how to anchor students' learning in the real world.

Families need to be involved in planning their child's education and in helping them to achieve success. In partnership with their children's teacher and their child, parents play a vital role in supporting their child's learning.

Students learn better when they are healthy and safe. To promote positive mental health and wellness while preventing bullying and violent behaviours, the Ministry has introduced an anti-bullying strategy, including an online reporting tool for students.

Strategies

- Creating a positive educational environment that allows students to discover their strengths and provides students with opportunities to overcome challenges and learn to succeed;
- Working with the Ministry of Advanced Education to develop a joint strategy to increase the number of K-12 students entering post-secondary education and training and to facilitate transitions to the workplace; and
- Aligning assessment practices with personalized learning.

Performance Measure 2: Transition to Post-Secondary

Performance Measure	2010/11 Baseline[1]	2012/13 Actual	2013/14 Target	2013/14 Actual	2014/15 Target	2015/16 Target	2016/17 Target
The percentage of high school graduates who enter a public post-secondary institution within three academic years of graduating from high school.	67%[2]	67%	≥70%	Data Available May 2015	≥70%	≥70%	≥70%

Data Source: Ministry of Advanced Education, Student Transitions Project

[1] Data for the 2010/11 baseline includes 2007/08 high school graduates whose year of entry into the public post-secondary system was 2008/09, 2009/10 or 2010/11.

[2] With the launch of B.C.'s Skills for Jobs Blueprint, the Ministry will be re-evaluating the targets for Transition to Post-Secondary to ensure their alignment with the new direction.

Discussion

The transition rate of high school students to public post-secondary education gives insights into what proportion of high school students are accessing the public post-secondary system. The Student Transitions Project was created to help us better understand this transition of students.

Immediately after graduating from high school, about half (51%) of the high school graduates in B.C. enrol in post-secondary education. A significant group (12%) transition into post-secondary education after a "gap" year. After three years, two-thirds (67%) of high school graduates have enrolled in post-secondary education. Although these results pertain to the 2007/08 graduating cohort, the results are similar for other cohorts.

Expectations are high for graduating students applying to post-secondary institutions. Colleges and universities are looking for students who can already think creatively and communicate effectively. The rate of transition to post-secondary education is a good indicator of how well the K–12 education system is preparing students for the 21st century. Research indicates that individuals with post-secondary education tend to have higher rates of employment, higher earnings, and a greater overall quality of life. However, post-secondary studies may not be relevant to the interests of all students. For more information on transitions to post-secondary, please visit www.bced.gov.bc.ca/reporting/.

Students should be encouraged to discover their individual passions and pursue their interests. A personalized approach to the delivery of educational services enables students to leverage their strengths and pursue developmental opportunities specific to their needs. This may result in students engaging in various post-secondary programs, and include further academic pursuits, skills training, athletics, and the arts. A personalized learning model motivates students by providing flexibility and choice. Through educational experiences like Planning 10, all students explore a wide range of post-secondary program options that can lead to a variety of career opportunities.

Goal 2: Effective support for teachers.

At the heart of an outstanding education experience are great teachers who embrace the role of guiding students not only in what to learn but how to learn. We need to continue supporting B.C. teachers in this role so they can continue helping our students succeed in a rapidly changing world. At the same time, the teaching profession needs to be administered in a way that respects teachers by ensuring high standards put student success and the public interest first.

Objective 2.1: Improved communication with teachers.

Teachers already communicate, share information and learn from each other. We can support and enhance the potential of that collaboration by helping to expand communication with other teachers, administrators, districts and the Ministry. Doing so will create increasingly valuable opportunities for teachers and school districts to improve classroom practice and also to inform Ministry actions in the future.

Strategies

- Engaging with teachers to learn what they need to improve classroom practice and to feel effectively supported; and
- Finding new ways to share teachers' knowledge of effective teaching practices across the education system.

Objective 2.2: Improved support for teachers.

The Ministry is working to support teachers in improving student outcomes through helping them develop their classroom practice, improve their school culture, and attain their career goals.

Strategies

- Improving educational opportunities for teachers in training before they begin their teaching careers;
- Improving teachers' ongoing professional development opportunities;
- Connecting new teachers with experienced teacher mentors;
- Supporting teachers who want to take leadership roles in schools; and
- Working with districts and teachers to ensure teachers have access to effective technology to support student success.

Discussion

The Ministry is working to identify performance measures to track its progress under the Goal 2 and the related objectives.

Goal 3: An effective, accountable and responsive education system

With school district operating grants surpassing $4.7 billion in 2012/13, the education system, as stewards of these public funds, needs to demonstrate accountability, professionalism and transparency in its decision-making processes and actions to maintain the confidence of British Columbians. We need to know that students are receiving an education that gives them the best chances in life. An effective, accountable and responsive education system is clearly focused on student success and consists of people who collaborate and understand their roles in facilitating that success. British Columbia's world-class education system is one that is focused on the future, learns from past experiences and reports clearly and publicly on its progress, achievements and challenges.

Objective 3.1: High standards for individual students

Monitoring and assessing student progress provides essential information on the effectiveness of approaches and informs decision making. As a result a review of provincial assessments is currently underway to ensure assessment supports student learning and provides the Ministry and school districts with the most relevant information.

Effective classroom assessment practices are essential to student success and will be even more vital in a more personalized learning environment. Educators will have more ability to decide

how and when each student is assessed. New tools are being developed to provide greater access and transparency, richer information, and more consistency across the province on student progress. Regular reporting to parents both formally and informally will be enhanced.

Strategies

- Supporting, measuring and reporting student success from the early years to graduation in a way that supports learning, connects families and teachers and aligns with targets;
- Creating a new set of graduation standards, based on the knowledge, skills, and core competencies that students will need to compete in today's global workforce; and
- Facilitating access to the technology students and parents need to support success in personalized learning and setting standards for digital literacy.

Performance Measure 3: School Readiness

Performance Measure	2009/10 – 2010/11 Baseline	2011/12 – 2012/13	2013/14 Target	2013/14 Actual	2014/15 Target	2015/16 Target	2016/17 Target
The percentage of children who enter kindergarten "developmentally ready" to learn	69.1%	67.5%	74%	Data Available Fall 2014	≥75%	≥75%	≥75%

Data Source: The Human Early Learning Partnership, through the University of British Columbia, is funded by the ministries of Children and Family Development, Education, and Health Services.

Discussion

By understanding how young children are doing in the province, communities and government ministries are able to provide better supports and services for B.C. families.

With the active involvement of kindergarten teachers, the Early Development Instrument (EDI)[3] collects information in all 60 B.C. school districts and measures five key areas of a child's development: physical health and well-being; social competence; emotional maturity; language and cognitive development; and communication skills and general knowledge. The information gathered is then examined to reveal any population trends in the development of children that could lead to better early learning education policies and practices.

Though sponsored in full by the Province, the EDI is administered by the Human Early Learning Partnership at The University of British Columbia.

[3] For more information about the Early Development Instrument, please visit http://earlylearning.ubc.ca/edi/

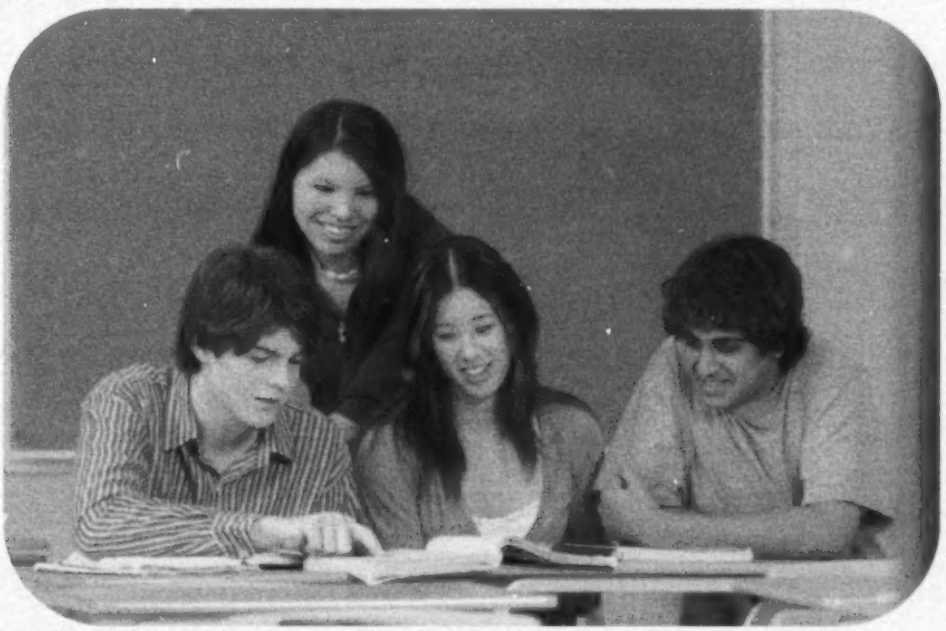
Prior to 2008/09, data was collected in waves over three-year intervals by the Human Early Learning Partnership. In 2008/09, data was collected for the whole province. Starting with 2009/10, data for the whole province is being collected over a two-year period.

The 2009/10 & 2010/11 EDI Provincial Summary Reports indicate 31% of children vulnerable in one or more of the key developmental areas assessed. Vulnerability means that a child is at increased risk of difficulties in the school years and beyond. The Performance Measure for School Readiness baseline of 69 percent is based on this 2009/10 and 2010/11 EDI vulnerability measure. This baseline percentage reflects a realistic representation of the number of children who entered kindergarten "developmentally ready" to learn in the school system, based on parent uptake of available programs.

The Ministry has made major investments in B.C.'s education system to benefit early learners. The most prominent examples, StrongStart BC early learning programs for children birth to age 5 and full day kindergarten for five-year-olds, will support learning and development among children and lead to increased student achievement.

It is anticipated that as the number of parents who opt to participate in available programs, such as StrongStart BC, with their children increases, and as school districts expand their efforts to reach out to parents of pre-school aged children, so too will the number of children entering kindergarten "developmentally ready" to learn.

The Ministry is also exploring districts' classroom assessment processes that would provide greater understanding of children's development early in the school year. These processes complement the Ministry's new personalized learning approach as early assessments provide teachers with meaningful information to plan instruction that meet the needs of each child.



Performance Measure 4: Grade 4 and 7 Reading

Performance Measure[1]	2011/12 Actual	2012/13 Actual	2013/14 Target	2013/14 Actual	2014/15 Target	2015/16 Target	2016/17 Target
Percentage of students in Grade 4 who meet or exceed reading expectations[2]	70%	72%	≥75%	Data Available Fall 2014	≥75%	≥75%	≥75%
Percentage of students in Grade 7 who meet or exceed reading expectations	64%	66%	≥73%	Data Available Fall 2014	≥73%	≥73%	≥73%

Data Source: Foundation Skills Assessment data, Ministry of Education. As data is released, it becomes available at: http://www.bced.gov.bc.ca/reporting/.

[1] The number of students meeting or exceeding expectations is divided by all students in the province. If the students who did not write the assessment are removed from the calculation, the percentage meeting or exceeding expectations in the performance measure changes. For comparison, if the Ministry recalculated scores excluding students who did not write the assessment, the percentage of Grade 4 students meeting or exceeding expectations in reading was 82 per cent in 2011/12.

[2] This should be the first performance measure to reflect the effect of full-day kindergarten on student achievement; however, that positive influence will not be evident until at least 2015/16 when the first cohort of students who experienced full-day kindergarten in 2011/12 reach Grade 4.

Discussion

The current Foundation Skills Assessment[4] (FSA) measures the percentage of public and independent school students in grades 4 and 7 who meet or exceed grade-level expectations in reading, writing, and numeracy. These skills form the foundation for other learning, including 21st-century skills such as critical thinking and creative problem solving. The assessment is administered to all students at those grade levels. Standards set by the Ministry are based on the recommendations of B.C. teachers.

The FSA provides trend data overtime. With more than 10 consecutive years of information, the Ministry uses reading as an example of the basic skills necessary for student success to monitoring system improvement from year to year. The FSA was chosen as a measure because it can provide information on students' performance over time in key areas of learning. This measure provides all education partners with information to evaluate how well students are learning basic skills and to make plans to improve student achievement.

As we work toward educational transformation in B.C., provincial assessments will be revised to reflect new directions. The Province remains committed to high standards and student success.

[4] For more information about the Foundation Skills Assessment, please visit www.bced.gov.bc.ca/assessment/fsa/

Performance Measure 5: Grade 10 and 12 Language Arts Exams

Performance Measure[1]	2011/12 Actual	2012/13 Actual	2013/14 Target	2013/14 Actual	2014/15 Target	2015/16 Target	2016/17 Target
Percentage of students who pass a Grade 10 language arts provincial exam[2]	91%	93%	≥96%	Data Available September 2014	≥96%	≥96%	≥96%
Percentage of Grade 12 students who pass a Grade 12 language arts provincial exam[3]	91%	92%	≥94%	Data Available September 2014	≥94%	≥94%	≥94%

Data Source: Provincial Required Examinations data, Ministry of Education. As data is released, it becomes available at: http://www.bced.gov.bc.ca/reporting/.

[1] Of the students who wrote a provincial examination in a grade 10/12 language course, this represents the percentage of students who passed the exam.

[2] Exams include English 10, English First Peoples 10, and Français langue première 10.

[3] Exams include Communications 12, English 12, English First Peoples 12, and Français langue première 12.

Discussion

Now more than ever students will need strong literacy and numeracy skills to succeed in work and life. A strong foundation in these skills is also essential for success in post-secondary education and training.

The Grade 10 language arts exam requires students to read and comprehend text, think critically about literature, and write clearly. It offers another opportunity to identify and better serve students struggling in school. The Grade 12 language arts exam provides a clear indication of whether the exam writer has sufficient reading comprehension and writing skills to successfully pursue career opportunities or post-secondary education after graduation.

Grade 10 and 12 exams also serve the Ministry and education system as useful performance indicators. For more information on Grade 10 and 12 language arts and other required exams, please visit www.bced.gov.bc.ca/reporting/.

Students in British Columbia are achieving high results on the Grades 10 and 12 language arts provincial exams, with targets met or nearly met. Language arts examinations are key performance measures and the targets have been established to highlight their importance as a fundamental component for success.

The implementation of courses in English First Peoples 10, 11 and 12 has provided greater curricular relevance and opportunities for learners as they work towards success in meeting their language arts requirements. Similarly, a move to personalized learning will offer students and educators greater choice, flexibility, and increasingly relevant approaches to teaching and learning. These initiatives are part of long-term and ongoing measures to improve student performance in language arts and communication skills.

Performance Measure 6: School Completion

Performance Measure	2011/12 Actual	2012/13 Actual	2013/14 Target	2013/14 Actual	2014/15 Target	2015/16 Target	2016/17 Target
The percentage of students who complete school within six years of first starting Grade 8	82%	84%	≥82%	Data Available October 2014	≥84%	≥85%	≥85%
The percentage of Aboriginal students who complete school within six years of first starting Grade 8	56%	59%	58%	Data Available October 2014	61%	62%	63%

Data Source: Completion rates are based on data collected by the Ministry of Education. As data is released, it becomes available at: http://www.bced.gov.bc.ca/reporting/.

Discussion

Six-year completion rates are determined by calculating the percentage of students who successfully complete provincial graduation requirements and obtain a Dogwood Diploma or an Adult Dogwood within six years of starting Grade 8 for the first time in a B.C. public or independent school.

Completion rates have long been a performance measure because young adults are better positioned to transition to post-secondary studies or the workplace if they complete B.C.'s graduation requirements and receive a secondary school graduation diploma.[5]

While B.C. currently enjoys a reputation as one of the top jurisdictions internationally in education, to maintain that position well into the future, the Province must embrace change. A personalized learning model has the flexibility to build on the strengths, interests, and passions of individual students.

To further increase B.C.'s completion rate, Government has supported new measures to increase student engagement through personalized learning. Provincial superintendents of achievement are helping school districts examine student outcomes[6] by providing districts with data on students at risk of not completing school, and by developing mechanisms that districts can apply to monitor those students' progress. LearnNow BC, the Province's virtual learning support service, is providing students around B.C. with more choices and first-rate tutoring.

Aboriginal students are best served by improvements designed specifically to engage them, and to enrich their school experience. The Ministry is working with school districts and Aboriginal

[5] For more information about past and present completion rates and complementary facts, please visit www.bced.gov.bc.ca/reporting/.

[6] Completion rates are calculated using an estimate of out-migration from British Columbia. Completion rates are calculated for each district, but because out-migration cannot be accurately estimated at the school level, completion rates are not calculated for individual schools.

communities throughout the province to establish Aboriginal education enhancement agreements. These agreements establish collaborative partnerships between Aboriginal communities and school districts that involve shared decision making and specific goal-setting to meet the educational needs and interests of Aboriginal students. This provides for local control of strategies and approaches to improve Aboriginal student success. Fifty-three out of 60 school districts have signed agreements. At the same time, the Ministry has introduced English First Peoples 10 and 11, in addition to providing English First Peoples 12.

Based in part on input from school districts, the Ministry is reviewing the completion rate and exploring the creation of a more comprehensive measure of student success be reported in conjunction with the completion rate. Personalized learning for every student will require new ways of assessing the success of every student.

Success Rate

Each year the Ministry produces a Six-Year Completion Rate which tracks students to determine the percentage who complete provincial graduation requirements and obtain a Dogwood Diploma or an Adult Dogwood within six years of starting Grade 8 for the first time. An adjustment is made to estimate the number of students who leave British Columbia. Districts review the completion rate and several then take the additional step of creating a modified version at the district level to account for local contextual factors like changing demographics and short-term international exchange students.

The Ministry engaged with school districts to create the Success Rate, a complementary measure related to completing school based on comparing the expected results for individual students with their actual outcome. The intent of the Success Rate is to more accurately reflect the success of every student by removing students who are known to have moved from the Province, international students who are studying in BC on a short-term basis, deceased students, and students who withdraw due to serious illness. The Success Rate will track individual students and will not use an out-migration estimate.

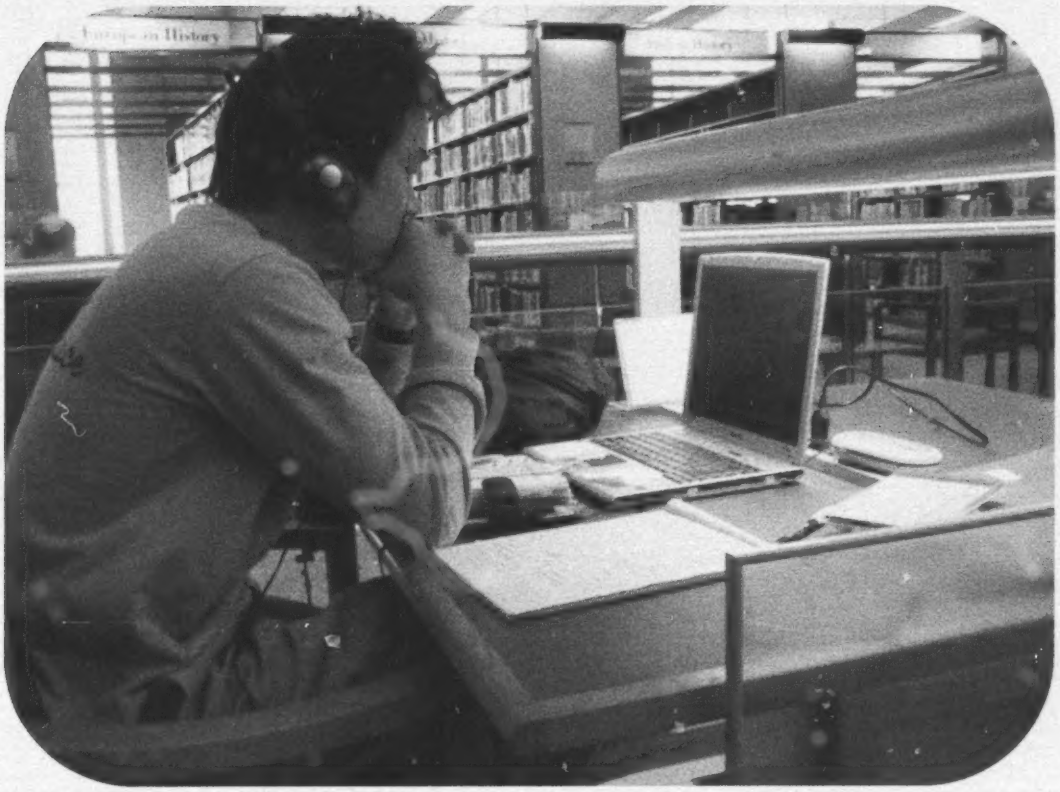
The Success Rate, like the Completion Rate, will be useful to track improvement over time; however, it will take a number of years to build up a history.

Objective 3.2: A transparent and responsive education system that works with families, business and communities to position students for success in post-secondary education and in the workplace.

In our goal to improve outcomes for all students, the Ministry and its partners are working to reach out to families and the public and engage in productive dialogue. We are working to make more information and data sets publicly accessible, except those which may hold legally sensitive or personal information. With more information available to students, teachers, parents, interest groups, researchers or members of the public, a richer conversation about education can take place through which new ideas will arise, leading to improved student success.

Strategies

- Encouraging citizens to engage in the process of education transformation, including an enhanced web presence and public dialogue around education transformation;
- Making the data and information of the education system transparent and accessible to students, parents, teachers, administrators and those working to improve education in B.C.;
- Working with school districts to set clear targets and accountabilities for increased trades training enrolment, improved trades promotion and expanded partnerships with industry and post-secondary institutions; and
- Improving the accountability framework that guides the education sector toward improving student achievement.



Report on Resources

Core Business Area	Estimated	Other Authorizations[1]	Total Estimated	Actual	Variance
Operating Expenses ($000)					
Education Programs	5,223,584	42,002	5,265,586	5,273,435	7,849
Learning Improvement Fund	60,000		60,000	59,385	(615)
Executive and Support Services	45,765		45,765	38,531	(7,234)
Statutory Appropriation Children's Education Fund Special Account	30,001	3,936	33,937	33,937	-
Statutory Appropriation *Teachers Act* Special Account	6,400	151	6,551	6,551	-
Statutory Appropriation Funding for Children's Education Fund Special Account		46,744	46,744	46,744	-
Transfer from General Account to Children's Education Fund Special Account		(46,744)	(46,744)	(46,744)	-
Sub-total Operating Expenses	5,365,750	46,089	5,411,839	5,411,839	-
Adjustment of Prior Year Accruals [2]				(746)	(746)
Total	**5,365,750**	**46,089**	**5,411,839**	**5,411,093**	**(746)**
Ministry Capital Expenditures (Consolidated Revenue Fund) ($000)					
Executive and Support Services	952		952	33	(919)
Total	**952**		**952**	**33**	**(919)**
Capital Plan ($000)					
Public Schools	469,054		469,054	351,879	(117,175)
Total	**469,054**		**469,054**	**351,879**	**(117,175)**

[1] Other Authorizations" include Supplementary Estimates, Statutory Appropriations, and Contingencies. The Ministry obtained access to Government contingency for transfers to Independent Schools and Public Libraries.

[2] The Adjustment of Prior Year Accrual of $0.746 million is a reversal of accruals in the previous year.

Income Statement for Public Schools

School Districts	2013/14 Budget	2013/14 Actual	Variance
Combined Income Statement ($000)[1]			
Total Revenue	5,614,720	5,663,183	48,463
Total Expense	5,598,323	5,660,852	62,529
Operating Results	16,397	2,331	(14,066)
Gain (Loss) on sale of capital assets (if applicable)		8,841	8,841
Net Results	**16,397**	**11,172**	**(5,225)**

[1] The combined budget forecast income statement includes estimates for 60 school districts. Numbers do not include the eliminating entries required to consolidate these agencies with the government reporting entity.

Annual Service Plan Report Appendices

Appendix A: Ministry Contact Information

Ministry Mailing Address
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